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SPECIAL INSTRUCTIONS FOR PRINTING HANDOUTS TO PHOTOCOPY

Whenever pages from the ECR 3-5 Literacy Training curriculum will be photocopied in black-and-white for distribution to participants, the master pages must be printed in black-and-white. DO NOT PHOTOCOPY A COLOR PAGE. PHOTOCOPYING A COLOR PAGE WILL NOT PRODUCE THE BEST QUALITY DOCUMENT. To create the best masters for photocopying, check your printer options and set it for black-and-white output, or notify your printing company (AEA, local print shop, Kinko's or other quick-printer) to set the output options for black-and-white-only printing.



Participant Profile

Writing Outcomes

Participant's Name _____ Date _____

Mark "yes" or "no" for each statement by placing an X in the correct column. If you mark "yes," please complete the next column: "How often or how many times each day?"

Writing Outcomes	How many times each day?				
	Yes	No	Sometimes	Most times	All
1. I plan for and display meaningful print in my setting:					
1.1 I have labels with words in large print of children's names on cubbies and coat hooks, labels on toy bins, etc.	Yes	No	1 - 2	3 - 4	5+
1.2 I have lists with words in large print (rules of room, etc.)	Yes	No	1 - 2	3 - 4	5+
1.3 I have signs with words in large print (bathroom, blocks)	Yes	No	1 - 2	3 - 4	5+
1.4 I have charts with words in large print (daily schedule)	Yes	No	1 - 2	3 - 4	5+
2. I point to and read meaningful print aloud to children daily, in and outside of the room or setting.	Yes	No	1 - 2	3 - 4	5+
3. I plan for and provide a variety of objects and activities for children to play with and increase their in-hand manipulation skills daily (smoothly push a lace through a bead).	Yes	No	1 - 2	3 - 4	5+
4. I plan for and demonstrate to children every day:					
4.1 How to use in-hand manipulation skills for picking up objects (coins, paper clips) with thumb/index fingers and moving objects to palm	Yes	No	1 - 2	3 - 4	5+
4.2 How to scribble and make all kinds of lines and circles	Yes	No	1 - 2	3 - 4	5+
4.3 How to write letters of the alphabet daily	Yes	No	1 - 2	3 - 4	5+
5. I have an organized writing center for children available daily with a table and chairs, writing tools (crayons, pens, markers), various types of paper and accessories (file folders, brief cases, etc.)	Yes	No	1 - 2	3 - 4	5+
6. I plan for and provide writing props (crayons, pencils, paper, etc.) in a variety of play areas such as the blocks area, playhouse, discovery table, etc.	Yes	No	1 - 2	3 - 4	5+

Thank you for completing this form. Please return this form to your trainer.

[illegible][illegible][illegible]







3-5 yrs WRITING
Every Child Reads

Principle 1: Develop an Awareness of Print

Outcomes

- Adults will be able to add more items to the environment that will encourage print awareness.
- Adults will point to and read meaningful print to children.

3-5 yrs WRITING
Every Child Reads

Principle 1: Develop an Awareness of Print

Early Learning Standard

- Children engage in early reading experiences.

Benchmarks

- Children show awareness of environmental print.
- Children recognize the printed form of their name in a variety of contexts.

3-5 yrs WRITING
Every Child Reads

Chinese word for "Crisis"

危機

- Danger
- Hidden opportunity


WRITING
3-5 yrs
Every Child Reads

Principle 1: Develop an Awareness of Print

Strategies

- Structure the environment to encourage awareness of print
- Point to and read meaningful print aloud to children

BLOCK CENTER




SLIDE 10: PRINCIPLE 1: DEVELOP AN AWARENESS OF PRINT

WRITING
3-5 yrs
Every Child Reads

Principle 1: Develop an Awareness of Print

Strategy

- Structure the environment to encourage awareness of print
 - Labels
 - Lists
 - Signs
 - Charts



SLIDE 11: PRINCIPLE 1: DEVELOP AN AWARENESS OF PRINT

WRITING
3-5 yrs
Every Child Reads

Write Children's Names

- Uppercase or capital letter at the beginning
- Followed by lowercase letters

EXAMPLES

Tamara
Pedro
Shannell

SLIDE 12: PRINCIPLE 1: DEVELOP AN AWARENESS OF PRINT

Write Children's Names

ALL UPPERCASE OR CAPITAL LETTERS

Examples
VANESSA
CHARLETTA
JUAN



Sample Labels

BLOCK CENTER




GROCERY STORE

The Music Shop




Sample Signs

SH - SH - SH!



WASH YOUR HANDS

QUIET



Sample Charts

★ ★ ★ ★ ★

WEEKLY HELPERS

LINE LEADER
LITERACY HELPER
MESSENGER
SNACK SERVER

Group Activity Directions

- Find peer partner and photos or diagrams of your setting
- Form a group of four with two other peer partners
- What current labels, lists, signs, and charts do you display indoors and outdoors?
- Where do you display these ideas?
- Other ideas you have seen?

Practice/Reflection Log Directions


- Decide (with your peer partner) 3 or more ideas you can add to your environment to help children become aware of print
- Use group ideas generated for labels, lists, signs, and charts

3-5 yrs WRITING Every Child Reads

Principle 1: Develop an Awareness of Print

Strategy

- Point to and read meaningful print aloud to children



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3-5 yrs WRITING Every Child Reads

Peer Partner Directions

- Find your peer partner, daily schedule, and photos or diagrams of your environment
- Explain when you point to and read meaningful print to children
- Write at least 5 more times to point to and read meaningful print; use Handout W-5

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Stages and Skills of Writing

Gross and fine motor skills are important for young children in developing writing skills. Many activities provide wonderful experiences for children to mature from large body movements of walking, running, and throwing a ball to grasping an object necessary for fine motor skills of handwriting.

	3 years	4 years	5 years
Motor Skills	<ul style="list-style-type: none"> • Builds 9-block tower • Demonstrates preferred hand in tool use • Strings 1/2-inch beads • Imitates 3-block bridge • Matches and recognizes primary colors • Identifies front and back • Rides tricycle • Alternates feet walking upstairs 	<ul style="list-style-type: none"> • Cuts on a line • Cuts across paper • Strings 1/4-inch beads • Identifies directionality concepts (on, under, behind, up, down) • Names four basic shapes • Completes 3-5 piece form board • Throws ball overhand • Beginning to skip and hop on one foot 	<ul style="list-style-type: none"> • Cuts out small square, circle, and triangle • Laces lacing card • Matches 10-12 objects • Counts up to 10 objects • Completes 12-15 piece puzzle • Understands right and left on self • Skips alternating feet • Stands on one foot for 8 seconds
Pre-writing Skills	<ul style="list-style-type: none"> • Holds pencil with first two fingers and thumb (good control) • Copies circle • Imitates cross • Traces square • Scribbles 	<ul style="list-style-type: none"> • Beginning to hold pencil with adult grip • Copies cross • Imitates square and X • Colors pictures, but not within the lines • Draws recognizable person 	<ul style="list-style-type: none"> • Copies square • Copies triangle • Traces diamond • Colors pictures neatly, able to stay in the lines • Traces letters • Copies first name • Connects two pictures with a line • Prints numbers and letters, imitating adults
Self-care Skills	<ul style="list-style-type: none"> • Snaps and unsnaps • Unzips • Unbuttons buttons • Dresses and undresses with supervision and assistance in fasteners and knowing right-left shoes • Self-feeds with little to no spilling 	<ul style="list-style-type: none"> • Grasps spoon and fork with fingers • Independent with buttons • Laces shoes • Uses napkin • Zips independently 	<ul style="list-style-type: none"> • Hooks pants • Begins to tie shoes • Dresses without supervision • Uses a knife to spread food

Adapted from *Developmental Skills Profile* in Case-Smith (2000) and *Help for Special Preschoolers* (1987).

Structuring the Environment

for Awareness of Print

Structure the environment to assist children in developing an awareness of print. Labels, lists, signs, and charts provide many meaningful written print experiences for children. What labels, lists, signs and charts do you currently use indoors or outdoors? Where do you display these ideas?

Labels	Lists	Signs	Charts
<ul style="list-style-type: none"> • Label children's names on all spaces with their belongings • Label the location of toys, books, materials on shelves or containers 	<ul style="list-style-type: none"> • Sign-up lists (taking turns playing with a new toy) • List supplies to make snacks • List favorite things on a field trip • List steps for daily routines (washing hands, etc.) 	<ul style="list-style-type: none"> • Quiet sign displayed during naptime • A sign with the letters "SH-SH-SH" to hold or carry walking to lunch • Number of children allowed at a play center: "3 CHILDREN ONLY" • Directions for routine places: "WASH YOUR HANDS," "FLUSH THE TOILET" 	<ul style="list-style-type: none"> • Helper charts; create "LITERACY HELPER" job for a child • Attendance charts • Daily schedule charts • Recipe charts

Adults can increase children's awareness of print by displaying labels, lists, signs, and charts. Awareness of written words increases because of the repetition and routine use of these types of print.

Labels

Children's names. Beginning with labels, adults should use the label most meaningful to children, their name. Using children's names engages them, as we all like to hear and see our names. Children's names should be placed on their belongings such as cubbies, coat hooks, or lockers to engage children in print. The adult should point to children's names and say their name aloud as children hang up their coats or put mail in their cubbies. For example, "Katie, this is your name! (Point to name.) This is where you hang your coat." Later, after children have had many models of adults pointing to their printed name and saying it aloud, children can point to or say the printed word by themselves. (This may take several repetitions. Research shows it may take 15 trials to retain information in memory.)

Children's names may be written with all uppercase letters (capital letters) or an uppercase at the beginning followed by lowercase letters. Writing names with all capital letters is an easier printing task for children but using upper and lower case letters resembles typical print in books. It is important to check with the local kindergarten teacher to determine the method of writing names required in the



Structuring the Environment

for Awareness of Print

school district. You will be helping children develop a visual model of their name as well as a written motor pattern.

Toys and shelves. Labels may be used to mark the location of toys, books, or materials on shelves. The toy container and the shelf may have matching labels. For younger children, you may have printed words and matching pictures on the containers and shelves. However, just labeling things in the room will not increase children's print awareness. In addition, the adult needs to explain and show children that the words on the container label and the shelf label match; otherwise, children may ignore the label. Another great way to engage children with print is to let them help place the labels on the containers and shelves. Letting children help and attach labels to shelves or bins helps them notice the labels and understand their purpose.

Meaningful labels. Just a word of caution: please don't label everything in the room. Instead, label things that are important to learning. Ask the question, "What makes this important enough to label?"

What makes these labels meaningful?

- Names of teachers, children, pets (fish or gerbil)
- Names of play areas (Home Sweet Home, Rocket Post Office, etc.)
- Names of places such as the boys and girls bathroom
- Functions of objects such as "off" or "on" for the light switch or "hot" or "cold" for the faucet

Lists

Lists may be used to engage children in writing experiences. Lists are vital to many adults and can be used to promote print awareness. Following are a few suggestions to take advantage of using lists.

Daily routine lists. Lists may be used to provide directions for children in daily routines such as washing hands. If the list is displayed, be sure to point to the word(s) as you demonstrate the routine. For example, point to the words, "Get soap" and put soap on your hands; point to the words, "Rub hands" and rub your hands together; point to the word "Rinse" and rinse off your hands. Lists can be made on a chalkboard, large newsprint, or poster board. Don't forget to write lists so all children can see the words. During the first part of the year or for younger children, the adult will need to read and point to the words on the various lists. As children get use to the routine, they will learn to read the list themselves.

Sign-up lists. Make a sign-up list for children to play with a toy or game. When children ask adults to add their name to the list or sign up themselves, the child is engaged in a writing experience.

Snack supply list. Make a list of supplies needed to make a snack. A parent may make a list of snack supplies while sitting with the child at the kitchen table.

Structuring the Environment

for Awareness of Print

Signs

Children can name the supplies needed and the adult can write the words to engage the child in the writing experience. A teacher may use a large sheet of paper, big letters, and pretty colors of markers to make a list of snack supplies.

Field trip. Make a list of favorite things seen after a field trip. A parent or teacher may list favorite things seen on a field trip as a group activity. Children need to watch as the adult writes the list and the child supplies the items. This process actively engages children in a writing experience.

Reading a book. Make a list of favorite parts of a story. A parent or teacher may list favorite things children liked after reading a book as a group activity. Children need to watch as the adult writes the list and the child suggests favorite things about the story. This process actively engages children in a writing experience.

Information signs. Signs may be used to engage children in writing experiences. A “Quiet” sign or “sh-sh-sh-sh” sign hung on the door by children during naptime or carried by the line leader walking in the hall engages children in a writing experience. The key is to let the children hang or carry the signs.

SH - SH - SH - SH - SH

QUIET!!

Play area signs. A sign to show the number of children that may be in a particular center, “3 CHILDREN ONLY” engages children in print.

3 CHILDREN ONLY



Structuring the Environment

for Awareness of Print

Charts

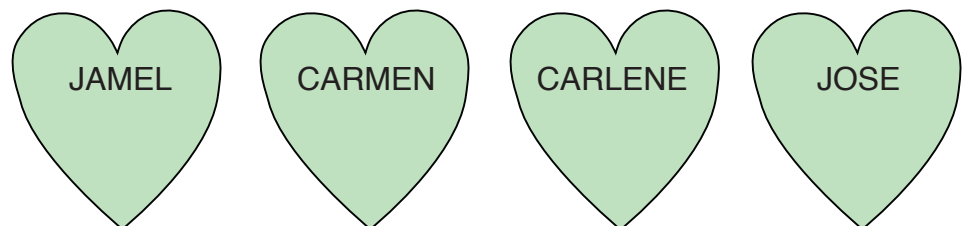
Direction signs. Signs posted for directions in routine places may be placed by the sink, “WASH YOUR HANDS” or by the toilet, “FLUSH THE TOILET.” To engage children in these signs, point to each word as the signs are read.

Encourage children to make their own signs for following directions and let the children display their signs. This will help children attend to the printed words.

Charts may be used to engage children in writing experiences. Charts are a practical way to help children become more independent in the classroom and become engaged in print.

Helper charts. One of the jobs on the Helper Chart should be “Literacy Helper.” This child may help with labeling or any other print activity that needs to be done.

Attendance Charts. Changing attendance charts gives children more chances to look and recognize their name and other children’s names. This is an idea for a different type of attendance chart. Names of children can be written on some shape (hearts, for example) and placed on the table. As children arrive for the day, they look for their name on the shape and put it on the wall. This type of chart may be easily changed monthly and engages children in a writing experience.



Daily schedule chart. A daily schedule not only engages a writing experience, but also helps children move from one activity to another. Each time children change activities, the adult can refer to the chart and point to the words as the next activity is read. This activity engages children in the writing experience.

Recipe charts. Children can easily follow the steps of a simple recipe written on a large piece of paper or board. This not only engages children in a writing experience, but also helps children build oral language skills naming ingredients for the recipe.

Organizing the environment to engage children in writing experiences may take pre-planning time and effort. However, the routine nature of these suggestions provides repeated opportunities for children to become aware of print and understand that writing is used for a purpose.



Structuring the Environment to Encourage Awareness of Print

Assignment: Plan 3 ideas in your early care and education setting to help children become aware of print.

Date	What I will add (labels, lists, signs, or charts)	What I learned (children's reactions, etc.)	Now I have this question...



***Example:* Structuring the Environment to Encourage Awareness of Print**

Assignment: Plan 3 ideas in your early care and education setting to help children become aware of print.

Date	What I will add (labels, lists, signs, or charts)	What I learned (children's reactions, etc.)	Now I have this question...
7/16/06	Label bathroom pass and hallway pass	Kids thought it was a pretty neat idea. It made them feel more important!	
7/18/06	Make a linear chart with dates of the month in a long row.	Children thought a month had a lot of days!	
7/18/06	Label play areas: Block Center Fishing Pond Speedway Track	Not much response. Children already knew what each center was without the label.	Should I label every center?

Practice/Reflection Log

Point to and Read Meaningful Print

Name _____ **Date Due** _____

Assignment: Plan at least 5 opportunities to point to and read meaningful print to children.

Date	What I will do	What I learned (children's reactions, etc.)	Now I have this question...



Practice/Reflection Log

Example: Point to and Read Meaningful Print

Name Shannell Doe Date Due 7/24/06

Assignment: Plan at least 5 opportunities to point to and read meaningful print to children.

Date	What I will do	What I learned (children's reactions, etc.)	Now I have this question...
7/16/06	Point to/read title and author of book, "Who Sank the Boat?" after lunch.	Found out the children could point to the title on the cover.	
7/16/06	Point to sh-sh-sh sign at naptime and say "sh-sh-sh"	Pointing to sign and saying "sh-sh-sh" had as much meaning to restless sleepers as saying "BE QUIET!"	
7/16/06	Point to words in the nursery rhyme Jack be Nimble – say rhyme	Have to slow down saying verse as you point – otherwise can't keep up pointing!	
7/16/06	Point to toy label signs as I give them choice of toys to play with	They loved being able to tell me what the labels said!	
7/18/06	Point to labels on stakes for plants in garden and name plants	They were very interested in knowing the different types of plants	